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Citizen Maria

By EDITH M. BERRY

Atascadero, California

This story, which was awarded Fourth Prize in the Journal of Education's Short Story Contest, is a tribute to the patriotism of teachers.

"IS everyone ready?" Miss Ellis repeated, her glance moving down the lines of eager little faces in front of her.

Here and there, some child straightened, or folded his hands a little tighter together; then a hush fell over the room. Hopefully they waited for the teacher's decision.

"Maria," she continued, "you come up."

A stolid, expressionless little figure arose and passed self-consciously to the front of the room. Every eye followed her progress step by step to the rostrum. In spite of her nondescript clothes, most evidently gathered, a black sateen skirt here, and a gingham waist there, her chunky, stolid figure, her expressionless eyes, she was at that moment the most envied and most important individual in the room.

Then—as the teacher stepped across and placed in her hands the children's beloved flag, the awkward, embarrassed child awakened. She seemed to forget her diffidence as gently she caressed the flag's folds with loving fingers. She stood straighter too, holding the flag proudly in front of her that all might see its beauty. The class had quietly risen, as Maria took the flag, and now, at a nod from the teacher, little hands came up in salute. As one voice they repeated:—

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation indivisible, with liberty and justice for all."

Their voices died into silence, and Maria, heaving a deep sigh of contentment, relinquished the flag and slipped back down the aisle and into her seat.

This, to Maria, was a great day, and this a great moment. She had entered that school two years before, a speechless, pathetic little foreigner. Coming from a home where no English was spoken, she found herself from the first day of school at a great disadvantage.

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Her father, Johann Schmidt, had come to America a few years before—but he had left his heart in Germany. Until the war he had been loud in his praise of "Mein Vaterland," and its charms. Then, with war, trouble began to stir for him. The voluble German, full of his subject, soon clashed with those about him. Reports went out, and presently Johann Schmidt was a marked character. Government supervision of his acts followed, from which he was released only at the war's close.

Johann came out of the ordeal a sullen, morose individual, who spoke little to those about him. Only in his own heart the hatred burned more and more bitter, and always the sense of his wrongs grew greater.

In their home the comforts of life were few. Interest on their land remained unpaid, and money for any purpose was not to be obtained. Of food, alone, in some way there was enough. The plump, substantial figure of Frau Schmidt was proof sufficient of that. If more proof were needed, the children, round, apple-cheeked, chubby, gave ample testimony to its truth.

Frau Schmidt, warned by her husband's trouble, and constantly admonished by her friends, could still not wholly restrain her tongue.

A few minutes she would listen to some conversation, or reply in guarded monosyllables; then suddenly off guard, she would burst forth:—

"Well now, in the Old Country it is not so," or "In Germany, my country, it is done so." No matter what the subject of conversation, it always ended thus.

Some days after Maria's great occasion the children were surprised when Miss Ellis spoke to them of something new.

"Children," she began, "you do your salute so well, and love your flag so much, that I'm going to teach you something different today. It is the Flag Ritual, and it will tell you many new things about our flag. Let us try the

words all together. I will ask you the questions and we will answer them together, until, after a while, we will all know the words."

Then she asked: "Why do we salute the flag?" Together, haltingly they answered: "Because we desire to honor it."

"The next question is—Why do we honor it?" and its answer: "Because it stands for liberty, justice and equal opportunity for all those who live under its folds."

Then again she asked, while earnest little faces looked up into hers: "How can we best show our devotion to the flag?" and they answered her: "By becoming patriotic and law-abiding citizens of our country."

Patiently she had labored with them, and patiently now she explained again and again what it all meant.

Maria listened, carefully following the words, trying hard to understand it all and to reconcile it to the passing events of her own life.

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At home that night Frau Katrina prepared the evening meal. The children, chattering their German phrases, played around the single room which was their dwelling. Now and then Frau Schmidt, busy about her stove in the farther end of the room, broke into this confusion of sound with some staccato rebuke.

Johann was late coming home from his work that night. At last, tired of waiting for him, Frau Schmidt brought on the food, a great steaming dish of sauerkraut with pig's knuckles half hidden beneath it, and dumplings scattered here and there over its surface. This she had just placed on the table, when the door burst open, and Johann, excited and irate, stormed into the room. He was not speechless now. He began at once:—

"Always they hound me. What a country! This America, what a place!"

"Ya, ya, Johann"—interrupted his wife—"now, in Germany it is not so. But what, Johann, is the trouble now?"

"Always it is taxes, interest, or what not. Now, it is the land. They cannot take it! I will not have it. I will fight! This country, ach, how I hate it!"

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Maria had listened with shocked, horrified face. Now shaken out of her usual stolid indifference, she blazed forth:—

"Ya, you hate it! Germany it is you love. America is my country! I love her! America is a great country. She care for me, protect me, keep me." Johann saw his child through strange eyes. Her eyes were blazing now, lighting up her face as with hidden fire. Her arms swung out, as she spoke, in an all-including gesture, as she visioned the all-enfolding, protective care that, because America was her country, she also shared.

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"Ya," Johann interrupted. "See what she has done for me." His vision, as he said these words, swept the bare, desolate shack, while his face grew more bitter.

"Ah, but," Maria interposed, "the teacher, she tell us all about it. You must love—love her first! Then, she care for you, keep you," again that enfolding, all-inclusive gesture.

"You love Germany—then let her care for you. I love America—she will care for me."

Proudly Maria stood facing her father, as her words came with a rush. With her eyes upon his face, she made her final proud boast:—

"My country, I love her."

Johann was deeply moved, so much so that he forgot the rebuke that would have been forthcoming. Up to this time Maria had been simply, of his children the oldest, of his family the one girl. His Maria she was, who went to the American school. Now, suddenly she had become alive, a personality to be reckoned with. His Maria—meek, patient, speaking only when spoken to, here she stood; an accusing evangel for this new country which as she said was indeed the country of Maria. It was the country of his boys, too.

Confused, his mind a jumble of new ideas, he watched her. He did love Germany, but Germany could not help him now. Hardship and want were with him, and over against it still remained all his dreams of this new land. He needed, oh, so many things, and Maria had spoken: "You must love her—love her first, and then——" Perhaps after all that was it. Perhaps Maria from the school knew best.

Then in a subdued, quieter tone Johann began to speak. "Ya, ya, Maria——"

But Maria, angered by his words, burst into his sentence with,

"Ya, ya—always you talk German. Why don't you speak English, and then, America—she care for you, keep you, love you, too."

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A moment he stood there too amazed to speak. His eyes studied Maria's face, then quietly he turned to where Frau Katrina watched the scene with wondering eyes. Around her had gathered the other children, full of startled surprise. Then he spoke.

"Maria, she know best. Speak English, meine Frau."

Stout Katrina nodded her head in agreement, and turning to her children, Karl, Fritz, Heinrich, and Sigfried, she passed the word along to them, in a voice which held in it a mere suggestion of warning,

"Ya, speak English, meine kinder."

A Land of Continuous Education

By PHILIP W. L. COX
New York University

Nor is it mere coincidence that in Scandinavia social and economic stability are achieved with a minimum of governmental control.

AS the financial and social uncertainty of Europe and America continues, and perhaps increases, more and more are the eyes of the world turned toward Scandinavia where the economic security, philosophic calm, and spiritual maturity of entire peoples are more nearly realized than anywhere else. Especially to Sweden and to Denmark do we look, for in these countries, to a degree not yet attained even by Norway and Finland, the democratic socialization of education and government and economic resources seems definitely to have progressed beyond the purely experimental state and to have become firmly and fairly permanently established.

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The more obvious conditions that impress the inquiring visitor in these countries are the uniformity of general culture, physical well-being, contentment, social-civic interests, and cooperativeness, and the inconspicuousness of governmental controls. One almost feels that here, as in one of Wells's Utopias, education has superseded government. To be sure, there are government regulations—traffic lights, liquor dispensaries, taxes, immigration inspection, and the rest. They are so reasonable and are so well understood, however, that there are almost no attempts at evasion, except by tourists who are firmly but politely required to conform.

When one inquires regarding the background of the democratic tolerance and intelligent treatment of social and economic affairs, one soon discovers four great factors that have reenforced each other for over a century. The first and most fundamental factor is indeed much older than that; it is the collective village life of the Scandinavian peoples, a kindly neighborliness, a communal working of individual lands, a set of *mores* that forbade the exploitation of one man by another, a democratic individualism that denied social rank to mere wealth. The second is a freedom from war, internal or external, for many generations, except for the brief, disastrous, but socially salutary resistance to Prussia and Austria by Denmark in 1864. The third has been the tradition of individual land ownership by farmers that has been increasingly realized since 1800. And the fourth has been the education—informal and formal—by which youths and adults have found self-expression in civic participations, in creative production, and in philosophic contemplation of life in all of its ramifications.

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When one seeks to understand the bases of the remarkably adequate system of co-operatives by which production, distribution, and even foreign commerce are so largely carried on, one finds them in the character of the Scandinavian peoples. This "character" is only in part a biological inheritance, however. It has been formed by their heritage of village life—by their freedom from national hatreds and suspicions, by their contentment in small holdings and simple living, and by their universal and continuing education, for all life is to them a challenge to try to understand it and to control it for the common welfare.

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It is peculiarly in this last factor that the American student of Scandinavian life discovers the most hopeful suggestion for his own people. For education in Scandinavia is not a completed thing; no one there ever thinks of himself or is thought of by others as being educated except as he is now studying and experimenting and creating. There education is never accepted as something that someone has got and had labeled and certified, as it too often means in America. Rather do Swedes and Danes think of education as a stimulation of a desire to learn, a readiness to seek one's own answers to his questions, and the habit of success. They hold that mere knowledges and skills and achievements deserve no respect except as they involve a momentum that makes education coterminous with life. How deeply that conviction is held is exemplified by the fact that of a total population of less than seven million, one and a quarter million Swedish adults were taking courses under the A. B. F. (Arbetarnes Bildungsforbund) or Workers' Education Association which is so catholic in its inclusiveness that it is supported and patronized by agrarians, social democrats, employers' associations, trade unions, communists, anarchists, fascists, temperance societies, pacifists, and internationalists!

Adult education in Denmark is not co-ordinated to such a degree as it is in Sweden, but it is nearly if not quite as pervasive and universal. In Denmark it has three

diverse but not independent manifestations. In part it is centred about the various social-economic groups which are seeking to improve their cultural and economic conditions; in part, about the Folk High Schools; and in part it is a natural expression of village life.

The Danish population consists chiefly of independent farmers and artisans and of city and rural employees. There are some large land holders on whose farms and estates the agricultural workers are employed; but their numbers and their holdings have been diminished greatly by the application of the "single tax" which makes it very expensive to keep agricultural lands out of production. In the cities and villages are merchants, manufacturers, bankers, teachers, lawyers and the like, but their numbers and influence are small in relation to the total population.

Planning the Class Excursion

By ADA R. MADDEN
Supervisor of Grades
Watertown, New York

What local scenes and institutions can be profitably visited by a group of pupils? How can such expeditions be made fully effective? The author tells.

TEACHING today is no longer confined to the school room, the desk, and the book. If boys and girls are to understand, to appreciate, and to render service to the life about them they must have first-hand knowledge of that life obtained through directed guidance in observation and interpretation.

Excursions, when poorly planned and poorly conducted, may foster weak discipline, may bring upon the teachers, school, and system adverse criticism from the public, may be an utter waste of time. Excursions, when well planned and well conducted, may be among the most educative hours of the term's work.

Duplication of trips should be avoided with the same groups. To illustrate: A 7-A Class which made a trip to the telephone exchange, when in 7-B, ought not to need a repetition of that trip. On the other hand, a class, working on a centre of interest, may need to make a second trip to complete their work on that unit.

Sometimes an efficient committee may be sent, if the trip is such that this committee can make a thorough report to the class. This applies particularly to older groups.

Advance Plans

1. Decide upon only such excursions as are sensible for age and grade of children.

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2. Do not attempt the excursion before adequate background has been laid. Pupils need to understand and to anticipate some of the things they are to see. Beginning with grade four, pupils may well carry paper and pencil for jotting down simple notes. Often it is a good plan for each pupil to carry one or two questions, the answers of which are to be his particular responsibility.

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3. *The teacher should take the trip herself before pupils are taken on the excursion, if the field is unfamiliar to her.* This is the only way to determine such questions as these:—

   Are there too many dangers involved to risk the class excursion?

   Can enough knowledge be acquired to warrant the time and energy involved?

   What particular phases should be stressed?

   What parts should be avoided because dangerous or unintelligible?

The need for this preliminary trip cannot be too strongly emphasized. *Unless a teacher is willing to do this, it is doubtful whether permission for an excursion should be granted or not.* Though the situations are not exactly parallel, it is akin to placing a party going to Europe in the hands of a guide who has never been on the continent. In this preliminary trip arrangements can be made with the storekeeper, the librarian, the banker, or whoever is in charge of the point of interest, as to the best time for the class to come.

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4. Obtain the following permissions.
   (a) Permission from parents for pupils to leave the school ground for this particular purpose. (The school systems which insist on written permits from parents are protecting themselves.)
   (b) Permission from superintendent of schools, through the principal, to break a session other than the last period of the morning or the afternoon.

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5. Each large group of children

should be accompanied if possible by *two adults*. Every teacher should safeguard herself and her children by the presence of another grown-up. If a second teacher is not available often a mother will be glad to accompany the group. Precautions save worry.

The Trip.

1. Permit no street, street car, or bus conduct which will not reflect creditably upon your school.
2. Allow the children to have a good time, but make them feel that business and pleasure can be mixed.
3. Encourage pupils to ask worthwhile questions, but do not allow them to waste officials' or employees' time.
4. Leave promptly when you have accomplished what you set out to do.

The Follow Up

The following days, or as soon after as possible, a *thorough checkup* and *application should be made*. This may take the form of the following:—

1. Answers to questions assigned.
2. Discussions of samples, literature, pictures, and information acquired.
3. Oral summaries.
4. Written summaries.
5. Short written tests.
6. Report made to principal by pupils.
7. Letter of thanks written by class and sent to the manager, banker, or storekeeper.

Profitable excursions outside the schools might include: Nearby stores, fire station, post office, public library, historical building, city park, banks, telephone exchange, milk plant, farm, railroad station, city hall, chamber of commerce, industrial plants, observational geography and elementary science trips, snow, clouds, wind, frost, land and water formations, et cetera; the construction of a building; the juvenile court; a meeting of the common council; board of education; the hospitals; the county buildings; a garage; community chest headquarters; Y. M. C. A.; Y. W. C. A.; children's home; a greenhouse; places of historical interest or newspaper office.

To Superintend Is Not to Boss

By DANIEL P. EGINTON

WE have all heard the old sayings—"Too many cooks spoil the broth" and "Every ship must have a captain." Likewise, in order to have an efficient, modern program of education someone must finally be responsible for guiding and co-ordinating the various activities of the educational program in order to unify and fit them together into an integrated, effective whole. In the American plan of educational administration the logical person to discharge this function is the local superintendent of schools.

On account of our decentralized system of control and the influence of the autocratic set-up of industrial organizations, the local superintendent of schools is generally in a position to be one of the most multipotent persons in American education. Concerning the scope and use of his power, an English critic[1] sarcastically observes . . . "It is in the United States of America, the land of freedom, that the school superintendent has most powers and the teacher the least," and then adds that in America "it is usual for the teachers to be assembled on Saturday morning so that the teaching notes for the following week's work can be dictated to them." This, of course, is an exaggeration but much truer than is educationally desirable.

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The extensive centralization of authority in the superintendent is not necessarily harmful in itself; it all depends upon the character of specific superintendent: Thus, it is generally optable in the cases of administrators who have a comprehensive, humanitarian social vision and a sound philosophy of education; it is dangerous in the case of weak ones who are primarily technicians rather than social engineers. In general, however, there has been a tendency to exaggerate the magnitude of the position of the superintendent and cause him to assume the air of superiority and ponderance that is not a credit to profound scholarship. The inclusive scope of these powers and duties is capitally illustrated by none other than Cubberley in his description of the elementary duties of the superintendent. In part, he says[2]: "His is the central office in the school system, up to which and down from which authority, direction, and inspiration flow. He is the organizer and director of the work of the schools in all of their different phases, and the representative of the school and all for

1 Bailey, C. W., "Tyrannies in Education."

2 Cubberley, E. P., "Public School Administration."

which the schools stand before the people of the community. He is the executive officer of the school board, and also its eyes, and ears, and brains. He is the supervisor of instruction in the schools. . . ."

The tenor of the foregoing excerpt is to accentuate dictation and concrete direction rather than intelligent guidance and co-operation. This is the very thing which English educators most dislike and try to avoid by stressing variety, freedom, individuality, experimentation, and partnership as underlying principles of administration. They stress these because above everything else they are opposed to extensive centralization of authority in education since there is such an imminent danger of the use of dogmatism and autocracy, resulting in strangling uniformity, standardization, and stagnation.[3] This is especially true of the interna—teaching method, teaching schedules, course of study, and organization of the class.

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The representative English point of view of the desirable powers and duties of a superintendent is shown more extensively in a quotation by Bolton King.[4] It is worthy of much deep, scientific study by students of administration, because it summarizes admirably a point of view which differs enormously from the one commonly held in America. He says: "The business of the director, someone has said, is not to direct. He has to oil the machine and save the schools from the hitches and irritation of a sluggish and mechanical red-tapism. He can do much to diffuse the serene and equable atmosphere in which the teachers can work happily and well. He can remove misunderstandings between them and committees. If he has insight into the appointment of good head teachers —though in spite of him committees and managers will sometimes make wrong appointments. He can comfort and encourage and perhaps attempt to inspire. But directly he begins to interfere in the internal affairs of a school—to dictate curricula, to strangle the organism with red-tape, to carp and to criticize, he can do uncounted harm. His attitude should be that of the wise parent—to watch in the background and to provide opportunities for good, but to eschew controlling or nagging, to avoid don'ts. . . ."

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Momentous as is the need to provide freedom and opportunities for experimentation and self-expression in educational administration, it is also necessary to provide continuity and co-ordination of activities in order to preclude the staff from becoming independent members of a disintegrated organization.

As before indicated, somebody must undertake the responsibility for making it easy for each staff member to outline and carry out his work so that it will bolster, supplement, and reconcile with the others and not be at cross purposes or duplicate their work. Functions must be differentiated and fitted together so as to make an integrated whole! The logical person to do this is the local superintendent because no state has sufficient supervisors to carry out these functions.

The word *guide* is used in preference to *direct* in the statement of this principle because the latter carries with it implication of dictation and the use of tyrannous manners. Although there is crucial need for more and better guidance in administrative work, we certainly do not want the kind of directing that thwarts, cramps, and suppresses the growth of desirable individuality in both the teachers and students. We need the kind of intelligent guidance that promotes improved professional achievement and a richer learning environment; the kind that discloses to so-called art supervisors how to become not merely special teachers of art but real program developers working with and through the teachers and pupils; the kind that evinces to instructors of physical education how to become developers of vigorous personalities rather than mere teachers of calisthenics; and the kind that shows class teachers how to increase the learning efficiency in their rooms. Naturally, in order to accomplish such purposes, the administrator must be capable of performing the functions of guidance. There is abundant evidence that the typical administrator does not understand the work of the school sufficiently well to guide others in the development of their programs.

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An administrator does not need to know the details of the work of his associates but he should comprehend it sufficiently well to vision what contribution each should make to the work of the school and determine how effectively this is done. Take the nursery school, for instance. The administrator should be able to define its general objectives and perceive how it may increase the effectiveness of the school. The same applies to such things as vocational education, club work, special supervisors, visiting teachers, social workers, psychiatrists, playground supervisors, nurses, and coaches. The administrator should carefully check all programs so that each may render the best work possible. He should help his associates to achieve better direction, to use more effective methods, to gain greater insight and appreciation of their work, and to inspire to nobler achievement.

3 Eginton, Daniel P., "Control of Education in England and New Jersey."

4 King, Bolton, "Schools of Today."

Trust *Pan*

By E. A. EVERETT
Berkeley, California

Some teachers find real happiness in their task. Others invite pity. What makes the difference?

PAN used to sit by the river's brink where the reeds grew, making poets out of men. But now the rivers are all dredged, most of them have dams across to furnish water for power plants and irrigation, and the reeds are gone. It does not matter, for everybody is writing poetry nowadays. Since Pan does not seem to have any hand in it, the great gods have no occasion for any further worry on that score.

But they still sigh, for now Pan sits by the schoolhouse door, making a teacher out of a woman. Not such bad work, either! You who watch behind filmy draped curtains to see the primary teacher, with her arms full of devices, on her way to school, probably sigh, too, thinking what a colorless life she leads. Yes, but you are mistaken.

She is met at the schoolroom door with the clasp of little hands that lead her along paths of delightful dalliance. She hears thrilling love stories about "my little sister," or "my mother," or "my daddy." The homes of a section of the community are as open to her observation as the glass hives of Maeterlinck's honey-bees.

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In school are all those fascinating and adventurous plays of human emotion for which we visit the movies when they advertise, *A Romance of the Underworld*.

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Kidnapping—"Teacher, the boys have locked Ronald up with

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the brooms, and we can't get the door open."

Forgery—She finds a grubby three-cornered note: "Jack is ill"; Jack's seat is empty.

Teacher must be judge and jury, detective and prosecuting attorney, as well. She has no need to read the Sunday supplement or the pulps, or to seek the entertainment of the silver screen.

There is the age-old conflict between aesthetic and utilitarian values. Teacher, glowing with artistic fervor, turns from the blackboard where she has been engrossed in preparing for the drawing lesson, to find that Betty of the golden curls and angel eyes has eaten up the carrot which was to have furnished inspiration for their brushes. The feathery green leaves remain, but the bright carrot has been reduced to a thin scalloped slice. For today, at least, utility has won and art is in the discard.

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Among the desirable things of life are counted gifts given as evidences of love and favor. She is the receiver of gifts; soft hands slip treasured possessions into hers.

"This is for you, teacher."

Pretty boxes are hers, gifts carefully wrapped to surprise her, fruits and sweets, presents of many and various kinds, some of them worn and grimy, and to be evaluated only as certain legal awards are, "consideration, love and affection."

She is often, too, the custodian of valued possessions, evidence of confidence and trust.

"Teacher, will you keep my beads for me; they're broke." "Can I leave my glasses on your desk?" "Please keep my nickel; I don't want to lose it." "Teacher, here's my knife." "Won't you put my candy way back in your desk?"

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And, sadly enough, she is frequently custodian of valued possessions as evidence, not of confidence, but of her authority, the marble that rolled across the floor, the contraband pea-shooter and the cap-pistol which should not have come to school and must await the close of the session to be sent home under bond.

Power over other lives, one of the gifts most desired of man, is hers abundantly. Her "must" and "must not" are absolute. Her followers turn to her for pronouncements, as turned the Greeks of old to Delphi. Her words are as compelling and often, perhaps, received and followed as uncomprehendingly.

What more could she ask of life? Love, gifts, participation in, and power over, human lives, these she has. Fame? She has that also. She is better known in the homes of her charges, and her educational precepts are more quoted than those of Horace Mann or John Dewey. When the long line has filed past her desk, on through high school and perhaps college, out into life, some bright-eyed mother or smiling young father brings her a rosy replica and asks her to teach him or her, "as you taught us." Surely fame that carries on to the next generation is sufficient.

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Her days and her hands are full. The great gods may "sigh for the cost and pain." A fig for the great gods! They do not know half as much about things as Pan does.

Straitjackets for Teachers

By DAVID ENGLUND

The nationwide nazi-mania of loyalty oath legislation meets vigorous opposition from Massachusetts educators—who are greeted with boos and hisses.

THE fact that already fifteen or more states have passed laws requiring loyalty oaths from instructors may seem like a trivial matter. It may be thought that swearing allegiance to state and nation and their constitutions is something every citizen should be glad to do. But there are distinct dangers in the control over education thus given to agencies which are more interested in waving flags than in training minds. The teacher must avoid offending pet prejudices or he is liable to lose his position. The apparent aim of those organizations such as the American Legion and the Daughters of the American Revolution, which are sponsoring these measures, is to put the instructors' minds in strait-jackets so that they will teach nothing considered inimical to the state and federal governments.

So serious is the teachers' oath situation regarded that strenuous opposition has been expressed by leading educators of the country. Among them were the heads of sixteen institutions of higher learning in Massachusetts who protested against passage of a teachers' oath law in that state. These college presidents forced a rehearing by the Education Committee of the Legislature. Many of them spoke and all joined in a strong statement of objection which was issued in written form. Up to the time of this

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THE NATIONS AT WORK

A commercial and industrial geography, the most outstanding in use today.

writing (April 25) the Legislature had taken no action on the bill.

Harvard's faculty, 1,750 strong, were reported unanimously opposed to the passage of the measure. "I am unable to see why our loyalty should be questioned in this way," one faculty member was quoted as saying.

The colleges and universities which joined in the unprecedented action in Masachusetts were the following: Massachusetts State, Simmons, Massachusetts Institute of Technology, Radcliffe, Harvard, Tufts, Williams, the International Y. M. C. A. College of Springfield, Holy Cross, Boston College, Amherst, Boston University, Smith, Wellesley, Mount Holyoke and Wheaton.

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The combined statement issued by these sixteen institutions against a Massachusetts teachers' oath law pointed out that any citizen would gladly take the oath, but to require it of the teachers alone is to cast the suspicion of disloyalty on a group "who have given their lives to the fulfillment of the patriotic duty of teaching the youth of the Commonwealth." The statement said that any disloyal instructor would not hesitate to take the oath and then violate it, and that therefore the oath would be useless if aimed at any such person. The presidents stated further that college teachers are always in the limelight of publicity, "under constant public surveillance which keeps them aware of the responsibility of their academic freedom, and at the same time tends to attract a disproportionate public attention to their acts and utterances." The statement warned that the bill might be the first step in regimenting the schools as they are regimented in certain European countries, and that it would tend to establish "a dangerous precedent, striking at the fundamental principles of liberty which our constitution guarantees."

Not for this statement alone was the legislative hearing noteworthy. It was marked by one of the most distressing scenes in the history of Massachusetts. When Dr. Payson Smith, state commissioner of education, was presenting the college presidents, he was heckled by two committee members and booed and hissed by the super-patriotic proponents of the bill, in a demonstration unparalleled in recent Boston annals—Boston, where the first free public school in America is now celebrating its tercentenary!

Twenty-one thousand Massachusetts public school teachers, 80 per cent. of those in the state, entered their protest against the teachers' oath bill. They were represented at the hearing by Hugh Nixon, secretary of the Massachusetts Teachers' Federation. Besides stressing the arguments against the proposed measure, Mr. Nixon voiced indignation at the disgraceful treatment given to the State Commissioner of Education by the crowd of "patrioteers." During the hearing it was hinted that the Commissioner might lose his position when he comes up for re-appointment by Governor James M. Curley, who, it was announced at the hearing, favors the oath bill. The Governor has received strong support from the Boston newspapers of William Randolph Hearst, promoter of the Red hunt in the schools and colleges.

The Christian Science Monitor, on its editorial page, quoted John Dewey as writing in The Social Frontier: "It is a healthy sign that the Hearst press attack on education has called out a vigorous and courageous counter-attack. . . . If teachers do not stand fighting in the front rank for freedom of intelligence, the cause of the latter is well nigh hopeless. . . . Unless the schools create a popular intelligence that is critically discriminating, there is no limit to the prejudices and inflamed emotion that will result. Intelligent understanding of social forces given by schools is our chief protection."

The New York Times not long ago carried an article entitled "Germany bars Dr. Saller for not agreeing with Nazi racial ideas." Other straws in the wind were the following titles: "Nazi race theory to be basis for all studies," "Seven professors in Russia expelled on charges of teaching Trotsky principles." "R. A. Millikan calls scholarship protection against radicalism."

In an editorial, "The Nationalistic Spirit," in a late quarterly news bulletin of the American Board of Commissioners for Foreign Missions, Dr. Hugh Vernon White, secretary, asserted: "The effects of the nationalistic spirit are to be seen most easily in its influence upon schools and colleges. Every government is jealous of the educational process. In order to make sure that the mind of the people is trained to an attitude of respect and loyalty to the state, it claims control of that process. This is particularly true of those countries which have recently passed through revolutionary changes and are faced with the necessity of remolding the thoughts and basic attitudes of the citizens to a convinced support of the new order. And it is also a crucial matter with any nation which is threatened with the invasion of new political and economic ideas that might bring about an undesired revolution."

This drastic measure, which would censor even the private activities of instructors in criticizing our present constitutional form of government, shows the current tendency toward regimentation. If not deterred, this trend will violate the very Constitution it aims to uphold, by destroying the right of freedom of speech guaranteed by that historic document. Academic freedom is threatened to such an extent that frank expression may become impossible, and, at best, will be subject to the whims of perhaps prejudiced overseers. Not

only the teachers, but the pupils and students and the whole educational system, as well as civilization itself, would suffer if touchy taboos prevented freedom of inquiry. Such a prospect is imminent in the states already afflicted with teachers' oath laws. Citizens should stop the movement before it becomes a national menace to progress and the general welfare.

All in the Day's Work

By FRANCIS READ
A High School Principal

Trio of Good Sports

Three of my teachers proved themselves exceedingly good sports today. I called all three of them into the office at one time for a private conference. I made them promise in advance that they would not be offended at anything I might say. Then I discussed with them a rather delicate matter.

These three young women unconsciously have become cliquish. They are almost always together. On the street, at the pictures, around the school, when you see one you see all.

I explained to these teachers that cliquishness among members of a faculty is undesirable. I pointed out to them that, if they were always engaged in private conversation at recess, fellow teachers and students would hesitate to approach any one of them, even about an important matter. I said that they were cutting themselves off from a wider companionship by encouraging others to feel they were wholly sufficient unto themselves. Finally I suggested that their example before the other teachers and students might be harmful.

The teachers took everything in the right spirit, assured me that any poor judgment they had shown was unintentional, and that they would be more prudent in the future. Best of all at the close of school I saw each of them leaving the building with a new companion.

A principal appreciates teachers who do not flare up when he feels constrained to speak to them about a matter that borders on the personal.

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Partly Our Fault

I heard a man from a distant community say today that in a period of two years no teacher in his town has received more than fifteen dollars in money. The rest of the pay has been given them in scrip which the merchants, when they take it at all, discount at 25 per cent.

It is hard not to get discouraged when we consider the lowly estate of education in many parts of the country. Why is it that people do not demand money to support the schools, even in times like these?

I fear that we educators must take much of the blame.

We talk idealistically among ourselves about the reasons why children should go to school. We say that education is the basis for the abundant life. We glibly recite the seven cardinal principles. We believe in these ideals but we have not put them across to the average citizen.

The great majority of parents send their boys and girls to school in order that the children may be prepared to get an easy living. Many a self-sacrificing father has said as he gave money to his son in school: "I don't want my boy to have to work so hard as I have."

Now parents see scores of educated young people unemployed. They say: "What is the use of an education?"

We educators have fallen down in interpreting the purpose and meaning of the schools to the citizens of the community. Until we atone for our deficiency we shall lack support for the schools.

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The Curse of Mother Love

This afternoon a woman came to my office with her son. Poor boy! The mother does not give him a chance. She did the talking, would hardly let him say a word. She treats him as if he were a baby. He is a senior, soon to graduate. The question was what the boy is to do next year. The main thing in the mother's mind was to find a way to keep her son at home as long as possible.

I shirked my duty. I did not tell the woman that what the boy needs most of all is to be cut loose from his mother's apron strings. He never can grow up with that aggressive woman doing all his thinking and acting for him.

An author friend told me the other day that the title of his next book is going to be, "The Curse of Mother Love."

WINSTON FLASHES

CHINESE students enrolled in the United States total 1,218. Of these, 147 are in the University of California; 119 in the University of Michigan; and 72 in Columbia University.

"REGARDING dictionaries," says The Peabody Journal of Education, "most schools treat their pupils as little old men and little old women . . . The Intermediate Edition of THE WINSTON SIMPLIFIED DICTIONARY was the first dictionary to pay attention to modern pedagogical principles."

FOR the first time in 189 years (April 14) Princeton University's juniors and seniors were not required to attend chapel. 25% went voluntarily.

"DEFICIENCY in reading ability is a potent cause of high school failure not alone in English but in all academic subjects."—from the new syllabus in English published by the New York State Education Department. Cumulative training in the essential skills of reading is provided for Grades 1 to 8 by THE NEW SILENT READERS (Lewis, Rowland, and Gehres).

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The Teacher and the Times

A DEPARTMENT IN WHICH
THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

Anti-War Pledges

A NUMBER of national and even international organizations are actively campaigning to secure individual pledges of persons opposed to war.

The solicited pledge is usually an agreement not to join the military forces or to support the government in the event of a future war involving the United States. Signatures are also sought to resolutions protesting against military training in high schools and colleges.

What is really behind these youth societies and anti-war manœuvres? A strong suspicion exists in certain quarters that Moscow is behind some of them.

Be that as it may—to hate war is not absolutely synonymous with doing whatever some propagandist group prescribes as the only way to stop war.

It is a very serious step that any citizen takes when he declares that his loyalty to the United States ends abruptly at a certain point—the point of fighting at his country's call. Besides—few people can be sure today just what they would do in a future emergency.

Much more potent in the cause of peace is the insistence that our government pursue a non-provocative policy in world affairs. Also that it enter, as far as wise statesmanship and public opinion will permit, into co-operative arrangements with other nations for cutting down the likelihood of war. An example of non-irritating foreign policy is the recently announced refusal of our Government to protect American commerce with belligerents in time of war. Another is the plan for taking profits out of war. Still another would be adherence to the World Court.

One of the very best things we all can do is NOT to talk about "the next war" as if it were inevitable. In short we might better bend our efforts to prevent another war than promise what we would or would not do in the event of war.

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The Middle Ground

AMERICANS show tendencies to group themselves in one or the other of two opposing camps. On the one side are those who emphasize the need of sound economics, protection to business, avoidance of costly experiments. On the other side are those who stress humanity so much that they overlook economic laws entirely. They let their liberal sympathies carry them to extremes, impossible plans, Utopias that could be achieved only after long years of patient preparation, if at all.

Between the camps of the reactionaries and the radicals should be pitched the tents of all those Americans who believe in seeking national betterment through a balanced blending of economics with human sympathy.

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What Price Prosperity?

A RECOVERY theory which is occasionally voiced is this: that prosperity won't return to this country until a new generation of "suckers" has grown up to speculate in stocks as their fathers did in 1928 and 1929. Only when that times arises—we are told—will things begin to boom. The boom won't last more than a few years, the holders of this theory admit—then crash!

Education should intervene to prevent a recurrence of that kind of pseudo-prosperity.

Governmental curbing of stock exploiters has already been undertaken through the Securities Act and the Securities Exchange Commission. It will be no simple matter to wipe out most of the fraud and misrepresentation without at the same time blocking new and worthy enterprises. Yet the need for such a safeguard was imperative, and the public may well hope that the undertaking will succeed. It cannot wholly prevent people from going wild over stocks. But it should help.

Our entire economic thought as a nation should be focused upon the achievement of a well distributed abundance, a steady flow of goods based upon justifiable confidence, balanced spending, individual self-control rather than hysteria.

Better no booms than those that prove boomerangs.

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Canceling a Thousand X's

PERHAPS the President already had made up his mind to allocate a liberal portion of the $4,880,000,000 work relief fund to the abolition of grade crossings, when news reached him of that school bus tragedy in Maryland in which fourteen lives were lost.

It remained, however, for that sad event to bring from him the welcome announcement that upwards of $100,000,000 would be thus invested in public safety.

We may therefore look forward, within a year or two, to the elimination of a thousand or more

of the most dangerous intersections between railroad tracks and highways. Overpasses and underpasses will remove the peril of collisions at those points. The work will be only a start. But it will represent one of the very best projects that could be found for spending money to give employment. The railroads are in no condition to undertake this sort of enterprise on any large scale. It is doubtful if they ever will be. States and municipalities may have to continue the work the Federal government thus proposes to commence. The encouraging fact right now is that—something is actually going to be done about those fatal crossings—an increasing source of danger as locomotives and automobiles acquire more speed.

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Courses, Credits and Degrees

LET'S hear from our readers on the value of professional courses, credits and degrees.

In the rush for courses and degrees that have more value for labeling purposes than for the improvement of the worker are there not signs of degeneracy toward a low type of commercialism?

Stereotyped standards go up and up. Do the achievements of educators thus standardized go up and up commensurately?

Are certain of our teacher training institutions guilty of high pressure methods in the selling of their wares?

Are administrators, in many cases, encouraging a sort of professional training in service which misses its true aim and amounts only to an artificial means of deciding who are to have the higher salaries? . . . What's *your* opinion?

• • •

Where Mail Would Count

SOMEONE has remarked that "Editors don't get enough 'fan mail.'" There's more in that statement than meets the eye. Not that "fan mail" in the sense of complimentary letters is the entire need.

Editors lap up compliments, of course, and are thereby encouraged to go on with whatever has drawn forth the praise. But the idea is bigger than that.

Editors of the daily press, for example, are entrusted with a vast responsibility. Their editorial utterances and their selections of news and features have an immense influence in the shaping of society. Individual and mass opinions, tastes and character are affected.

Yet it is surprising how seldom a newspaper reader bothers to sit down and write his local editor a word of approval or of disapproval as to the way he exercises his power. The very scarcity of such letters—especially when not intended for publication—makes an editor sensitive to the suggestions that he does receive.

If intelligent citizens—persons really interested in decency, enlightenment and civilized standards, would begin writing to editors (instead of to congressmen who are flooded with mail already), substantial results might follow.

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A Youth Survey

THE United States Office of Education estimates that 2,250,000 young persons leave our high schools each year, making a total of twelve million since October, 1929, who have gone forth to make their adjustments with the business and social world. How many of these have found employment? What percentage of them have remained in idleness, unable to find their proper places, embittered with the world, suffering hardships of mind and body?

Soon we are to have an answer to these and similar questions regarding one of our very gravest problems. Commissioner Studebaker announces from Washington that the Office of Education will make a survey of these matters. It will seek to learn, among other things, what is being done by communities toward solving the youth problem.

Mere gathering of statistics will not suffice. Active steps will need to be taken to establish wholesome conditions for our novitiates in citizenship, and that quite speedily.

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His Honor, the Mayor

WILL the time ever come when a candidate for the office of mayor of an important American city will be required to show a specialized preparation equivalent to that of a physician or a lawyer?

Dr. Charles H. Judd, of the University of Chicago, boldly predicts such a time.

The way things go now in most of our cities, the main qualification demanded of a candidate for mayor is—satisfactory evidence that he is a man of the people. If he has risen above the crowd in culture, he must conceal the fact. A college education is almost a barrier to the mayoralty. An advanced degree would be quite insurmountable unless one could prove a mental lapse while taking it and complete recovery since.

It is more of a vote-getting asset for a municipal office-seeker to be able to speak in the vernacular than to be trained in the business of government.

Do the majority of Americans really want to select their magistrates on the grounds of a plausible personality and ridiculous promises? Or is it a result of not taking our political duties seriously?

Dr. Judd's prophecy gives food for thought.

Anson W. Belding

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Abstract and Chronicle

GEORGE W. LYON, Pittsburgh, Pa.:—

"Let me congratulate you on the new feature, 'The Teacher and the Times' which you are writing in the Journal of Education. It was the first thing to attract my attention when I opened the April 1 issue.

"All busy teachers who want to keep fully abreast of current thought, social reforms, and economic theories will welcome this new department. I like the way you have of bringing to social trends, educational movements, and political problems the spice of philosophy and the salt of wisdom. With only a slight adaptation of Hamlet's words, one may call your department the abstract and brief chronicle of the times.

"Your new department will provide an inspiring stimulus to correct thinking on the problems of the day."

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Allegiance Oath a Privilege

PRIN. BYRON C. KIRBY, The Oliver School, South Bend, Indiana:—

"I want to congratulate you upon your new department, 'The Teacher and the Times,' which you have introduced in the Journal of Education. It is timely, to the point, and conservative.

"The fact that we are in the midst of change does not imply that everything connected with the past is out of vogue—balloon tires have not replaced wheels on automobiles nor vivid imagination the motor. We want progress, social thinking, co-operative planning, but this must all grow out of the experiences of the past. We want to go forward, but in doing so we must maintain true perspective. There is a difference between diving from a springboard into a pool and diving from the masthead of an ocean liner into mid ocean.

"Loyalty oaths may be superficial. The one who takes them is not necessarily a patriot; and the constitution is not perfect. Still it is the best we have. We can effectuate better conditions only through continued co-operation and patriotism. True patriots will not argue about taking the oath of allegiance—they will consider it an honor and a privilege to do so."

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Public Questions Emphasized

SUPT. HAROLD G. CAMPBELL, New York City:—

"I think your feature, 'The Teacher and the Times,' should be of value to history and civics teachers in secondary schools. We, in New York, place considerable emphasis on public questions such as those discussed in your analysis, especially in our current events classes, and the newspapers and magazines are used extensively as textbooks."

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Mid West Ahead

WILLIAM MCANDREW, Mamaroneck, New York:—

"'The Teacher and the Times' is a tip-top idea.

"Your opening number is well done.

"Your subscribers ought to reply.

"California and New England have the widest extremes of conservatives and rebels.

"The South has many timid and many courageous teachers.

"The Middle West is the most advanced."

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Responsibility and the Schools

CHARLES F. THWING, president emeritus of Western Reserve University:—

"The great chapter, 'Responsibility,' in Bryce's great *Modern Democracies* closes with this significant sentence: 'There is no better test of the value of institutions than the provisions they contain for fixing and enforcing it (responsibility) upon every one who serves the State.' Therefore, one has a specially deep rejoicing in the introduction of a new department in this historic journal on the problems of 'The Teacher and the Times.' For a democracy is liable to err in just the points to which Lord Bryce alludes.

"For the United States is weak in 'fixing and enforcing' the duties of the whole community. But in fixing and enforcing these duties the community's school is the most useful and most commanding of the community's forces. In its very organization, in its daily programs, in the teachings of its teachers, in the studying of its students, in the assignment of lessons, and of all other tasks, in its testings of every hour, in the atmospheres created by the simple presence of teachers, in the rewards promised, and in the noble and constant forces of the schoolroom are found the elemental trainings of the school of the democratic State. These powers, these conditions, these causes, personal and institutional, interpreted in the new department of this Journal will prove to be a richer wisdom and a stronger strength for our democracy."

The News Digest
OF EDUCATION

Aid Plan Revised

WILLIAMSTOWN, Mass. — Williams College, which has in the past few years made an annual appropriation of about $60,000 for scholarship aid, has revised its policy for aiding outstanding students and others not eligible for aid, but who show "financial need, good campus citizenship and general promise." The institution will present a limited number of maximum awards of $400 a year, or full tuition, for freshmen of high standing. There are a few grants exceeding this amount for men of the three upper classes. For men who have not attained the necessary grades for awards a large fund is to be set aside to be available for loans.

School Terms Cut

3,500,000 Pupils Will Lose Three Months

WASHINGTON. — About 3,500,000 school children, representing one-eighth of all enrolled in the nation, will receive three months less education this year than in normal times. These children are all living in school districts that have been forced to reduce the customary school term because of shortage of funds. About 42,200 schools in 25 states report that they are in districts short of funds, and in many of these there is difficulty in meeting teachers' payrolls. Deficits for the schools involved total $31,816,000.

Nation-Wide Youth Census Is Launched by Education Office

WASHINGTON. — The Federal Office of Education has launched a nation-wide round-up of information on projects and programs undertaken by communities which are attempting to aid out-of-school young people 16-24 years of age.

The United States Commissioner of Education, John W. Studebaker, has sent letters to school superintendents, recreation leaders, secretaries of chambers of commerce, judges of juvenile courts, community chest directors, and others asking for "detailed data on those youth projects or programs that, in their local (rural or urban) development, have been given some new slant, which, though not generally known, might prove suggestive to other groups in developing more adequate plans."

From this request the Federal Office of Education expects to receive a large number of reports of individual attempts to meet the youth problem. The material received will be analyzed. Examples of successful projects or programs will be published in pamphlet form so that communities can shape their plans in the light of experiments elsewhere.

Commissioner Studebaker has endorsed recommendations made by a national conference on youth problems that an adequate Youth Service be established as a division of the Federal Office of Education.

Teacher Classes

State Announces Summer Courses in 17 Centres

AMHERST, Mass. — Seventeen cities and towns, from North Adams to Fall River, will be class centres in an augmented State-wide program of forty-nine summer courses for teachers. This announcement was made at the seventh annual conference of principals and supervisors of Massachusetts Elementary schools. These professional improvement courses are offered by the State Department of Education and have been arranged by James A. Moyer, director of the University Extension Division. The schedule is larger by five courses than last year and in addition to the eight cities which will again have classes, including Boston, Brockton, Fitchburg, Lawrence, New Bedford, North Adams, Salem, and Worcester, nine new class centres have been selected. These are Cambridge, Fall River, Greenfield, Middleboro, Plymouth, Shelburne Falls, Springfield, Taunton, and Westfield.

Forum Plan Aimed at Training 'John Citizen' to Evaluate Ideas

SPRINGFIELD, Mass. — A Public Forum movement, challenging citizens to learn more about the problems facing this country as well as current events of international scope, has found its way East from the West where it started.

There are only two such forums in the United States. One is in Des Moines, Iowa, initiated in 1932; the other was started in this city this spring.

The two do not cover the same ground, but they do seek a common end; the equipment of the citizen with the tools necessary to "solve the new and perplexing problems of our present-day civilization" and the training of citizens "quickly to recognize and support those who have the soundest solutions to offer."

The quotations are those of John W. Studebaker who, as superintendent of Des Moines schools, first directed that city's experimental five-year plan to help its residents attack the problems that beset modern democracy.

In the first year and a half at Des Moines 118,000 persons attended 924 forum meetings. In Springfield the first forum series called for forty lectures on five subjects: eight lectures to a subject. The background is Europe; the aim, "to give a clearer conception and a deeper understanding, both of the forces operating in Europe and of the European influence on American life." The first lectures were held in various public schools and were later transferred to the Municipal Auditorium, which seats nearly 4,000.

Graduate Check-Up

Mining School Alumni Found in 44 Countries

GOLDEN, Colo. — Colorado School of Mines checked up on its graduates recently and found them scattered through forty-seven of the forty-eight states and in forty-four countries of the world. They have carried their expert training and background to all of the five continents and particularly to Central and South America. Of the foreign countries, Mexico employs the largest number of graduates, with sixty-three. Sixty former students are working in South America, the bulk of them in Chile and Venezuela, with seventeen and sixteen, respectively. Thirteen are scattered through Africa, six in China, and twenty in the Philippine Islands.

280 Colleges Relax Rules for 1,000 Progressively Prepared

ST. LOUIS.—Reorganization of the American secondary school system is predicted by leading educators if a forthcoming test of the "collegiate" phase of an eight-year experimental plan proves successful.

Wilford M. Aiken, of St. Louis, chairman of a special committee appointed by the Progressive Education Association to investigate the relation of school and college, has announced that 280 major universities had agreed to waive entrance requirements next fall for 1,000 "progressively educated" high school graduates.

Selected from thirty high-ranking secondary schools throughout the country, the students have been hand-picked to demonstrate the superiority of "progressive" educational principles over the "mold" methods of the past, Mr. Aiken said.

The colleges for the next five years will admit chosen graduates of the thirty schools without regard to formal requirements. The students will be educated during high school along lines of personal interest and aptitude. They will not be required to take the subjects now demanded for college entrance.

The eight-year experimental plan, originated in 1932, was endowed last year by the Carnegie Foundation for the Advancement of Teaching. The schools co-operating, both public and private, extend from Boston, Massachusetts, to Eagle Rock High School, Los Angeles.

Know Thyself

Students Told to Find Their Own Capacities

ANDOVER, Mass. — Students of Phillips Academy were advised to study their aptitudes and capacities with a view to determining intelligently their future vocations, in an address by Dean M. Lyle Spencer, of the School of Journalism, Syracuse University, a former president of the University of Washington. Dean Spencer addressed his topic, "The Most Interesting Person in the World," to each student individually, as, he said, everyone necessarily believes himself to be most interesting. He declared that education does not in itself spell success. Specialization, he declared, has become necessary in a highly developed technical society, but it is worthless for a student to train for a vocation unless he knows a great deal about himself.

Re-elections

DETROIT, Mich.—Mrs. Laura F. Osborn, a member of the Detroit board of education for eighteen years, has been re-elected for a six-year term. Dr. Angus McLean, a member for twelve years, and Oscar C. Hull, appointed recently, were also re-elected.

Loss of Leadership

NEW YORK.—The interruption of school and college careers by the World War caused a deficiency of 75 per cent in leadership among persons between the ages of 35 and 50 years, Clark M. Eichelberger, director of the League of Nations Association, told a conference of adult education teachers in the Textile high school recently. This lack in "the connecting link between old and young," Mr. Eichelberger said, "did not catch up with us" until 1930, when those who fought in the war reached the age of leadership. Adult education, he said, was helping to remedy this condition.

Redskin Course

College Credit for Study Of American Indian

NORMAN, Okla. — The American Indian, unique in traditions and customs among the races of the world, has been made the subject of a course in the University of Oklahoma. The course, taught by Dr. E. E. Dale, head of the history department and author of many books, is said to be the only one of its kind for college credit in the world. Dr. Dale, old-time cowboy and school teacher, teaches the course almost entirely from material which he himself has gathered. There is no textbook. Included in the course are such topics as Indian warfare, dress, relations with the United States government, customs and home life. A general survey is made of all Indians in the United States from the time of Columbus down to the present.

High Rating

Fraternity Folk Have Best Grades at M. S. C.

AMHERST, Mass.—Compilation of scholastic standing for the first semester at Massachusetts State College refutes the old idea that members of fraternities rate lower than non-fraternity students. The average for fraternity men was 75.48 as compared with 72.80 for non-fraternity men. Sorority members averaged 77.15 and non-sorority women, 73.12. The all-women average was 74.63 in contrast with the all-men figure of 73.93. Seniors led the college with an average grade of 79.03, juniors averaged 76, sophomores 73.42, and freshmen, 69.94.

Health Parley

IOWA CITY, Iowa. — The ninth Iowa Conference on Child Development and Parent Education is scheduled for Iowa City on June 17, 18, and 19. The health of the young child will be the main consideration of the lectures and round tables during the three-day conference. The Iowa Child Welfare Research Station and the Extension Division of the State University of Iowa will direct the program, co-operating with the Iowa State Council for Child Study and Parent Education, Iowa State College of Agriculture and Mechanic Arts, and Iowa State Teachers College. This conference will be held in conjunction with the eighth Health Education Conference of the American Child Health Association to be held in Iowa City June 19 through June 22. On June 19, with both conferences in session, the two programs will be arranged jointly.

Newfoundland Takes First Step Toward Compulsory Education

ST. JOHN'S, Nfld.—Setting about a drastic reorganization of Newfoundland's educational system, the Commission of Government has taken the first step in cutting away most of the props of the existing religious denominational control, and setting up machinery to bring the whole system under government management. As a sop to religious feeling a committee consisting of one member each, nominated respectively by the Anglican, Roman Catholic and Methodist bodies, to serve without pay in the form of a purely advisory liaison body, was provided for.

Up to the beginning of the war illiteracy in Newfoundland was placed by some experts at 40 per cent. Since that period there has been some improvement.

Until 1929 the annual appropriation for education was approximately a million dollars, divided on a per capita basis among Anglicans, Roman Catholics, Methodists, Presbyterians, Salvation Army, and, latterly, Seventh Day Adventists. Each group practically controlled its own schools, determined the necessary qualifications for teachers and their remuneration.

The new plan visualizes compulsory education as the first step, though it will be some little time before the whole of the old denominational aspect disappears.

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Rochester Boy of 14 Amazes With Knowledge of Astronomy

ROCHESTER, N. Y. — Some day fourteen-year-old Litterio Farsaci, high school freshman, may startle the world by solving some of the deepest mysteries of the universe, according to Professor Floyd Cooper Fairbanks, astronomy instructor at the University of Rochester.

Since he has been eight, Litterio has studied astronomy, mostly by himself from books he borrowed from the library. He had to use library dictionaries to understand what he was reading.

When he was ten, he prepared a speech about stellar spectra and presented it at a meeting of school teachers. One of the teachers who heard the address was curious to know exactly how well versed the child was in astronomy and made an appointment for him to meet Professor Fairbanks.

The interview soon turned into an oral examination with the boy answering questions which easily would have stumped a college astronomy student. The professor encouraged the child to continue his studies.

Litterio has calculated correctly the speed through which the planet Pluto hurls through space, knowing only its given distance from the sun.

He is the only son of Mr. and Mrs. Placido Farsaci. He has three sisters. His father is a carpenter, gardener, and general laborer.

Denny Resigns

University Head Quits Because of Health

TUSCALOOSA, Ala. — Dr. George H. Denny, president of the University of Alabama since 1912, submitted his resignation early in April to the board of trustees. He gave ill health as the reason. Dr. Denny and the Recess Finance Committee of the Legislature have been at odds since the committee voiced objection recently to an increase in the university's endowment by use of tuition fees. The committee announced that a sharp reduction in the school's appropriation would be recommended because during the last four years enough money had been collected in tuition fees to support it. From 1902 to 1911 Dr. Denny was president of Washington and Lee University.

Gillis Elected

BOSTON.—Dr. Frederick J. Gillis, acting head of the department of psychology of education at Boston Teachers College, was recently elected assistant superintendent of schools by the school committee. The salary is $7,500. Dr. Gillis succeeds W. B. Snow, who recently retired. The school board also re-elected Arthur L. Gould, assistant superintendent for a six-year term.

State Colleges

Word "Teachers" To Be Omitted Hereafter

SACRAMENTO, Calif. — The word "teachers" was stricken from the names of eight California colleges by a vote of the senate recently. The bill was sponsored by Assemblyman Charles Stream, San Diego. Alumni and students of San Diego and seven other state Teachers' Colleges long disliked the word "teachers," and it had fallen into general disuse. "State college" was the term usually applied to the institutions in San Diego, San Jose, Fresno, and Santa Barbara. But they remained "State teachers' colleges," officially, until the recent action by the California senate.

BOSTON PUBLIC SCHOOLS: Examinations for admission to The Training School for Teachers of Mechanic Arts will be held on Saturday, May 11, 1935, at the Parkman School, South Boston, beginning at 9 A. M.

Examinations for admission to the course leading to the degree of Master in Education in the Graduate Department of The Teachers College will be held on Friday, May 17, at The Teachers' College, at 9 A. M.

Examinations for candidates for temporary teaching positions in the City of Boston will be held on May 14, 15, 16, and 17, at 1.30 P. M., at The Teachers' College.

Examinations for admission to the six-year courses of the Latin schools will be held on Tuesday, June 4, and on Wednesday, September 11, at 9 A. M.; for Boys at the Public Latin School; for Girls at the Girls' Latin School.

Examinations for admission to the Boston high schools and to the four-year courses in the Latin schools will be held on Wednesday, September 11, at 9 A. M., at The Teachers' College, Boston.

Address all questions in regard to these examinations to the Board of Examiners, 15 Beacon Street, Boston.

PHILIP J. BOND,
Chief Examiner.

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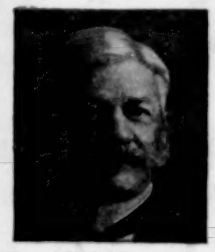

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Now "University"

Alaskan College Will Change Name July 1

JUNEAU, Alaska.—It will be "University of Alaska," after July 1, 1935. A bill changing the name of the farthest north higher educational institution, at Fairbanks, from "Alaska Agricultural College and School of Mines," passed the territorial Legislature. It was introduced by Representative George Lingo, an alumnus. The Legislature appropriated $192,000 for support of the institution, which has an enrollment of 288 this term.

For Better Teaching

Plan for Improvement Of Teaching Personnel

SIOUX FALLS, S. D.—A long-term program for education in South Dakota was started two years ago. The work is under a general committee, with Superintendent R. L. Hunt, of Madison, as the general chairman. There are seven sub-committees which include: (1) Philosophy of Education; (2) School Laws; (3) Public Information; (4) Curriculum and Instruction; (5) Financial Support; (6) Administration and Organization; (7) Buildings. Each sub-committee has prepared a summary of its first two years' work for general distribution to the teachers. The special project for next year is "The Improvement of the Teaching Personnel on the pre- and in-service Levels." Dr. Jessie Pangburn, of Western Teachers' College, is the general director for this special study.

Boston Latin School

Tercentenary Observed At Oldest Public School

BOSTON.—The 300th anniversary of the founding of the Boston Public Latin School, the oldest free educational institution in America, from which the national public system arose, was observed recently. Unveiling of a tablet commemorating the establishment of the school in the home of its first headmaster, Philemon Pormort, reunions of alumni, tercentenary exercises in Symphony Hall, and a dinner in the Copley-Plaza hotel comprised the program of the two days' observance. In the imposing school building in Louis Pasteur avenue, the tablet permanently commemorating its founding was unveiled in the presence of educators, alumni, and students. The tablet recites that at a general meeting of the town of Boston, "Philemon Pormort was entreated to become schoolmaster for the teaching and nurturing of children with us." Attention was called to the fact that of fifty-six signers of the Declaration of Independence, five had been pupils of Latin School. They were John Hancock, Samuel Adams, and Robert Treat Paine, of Massachusetts; Benjamin Franklin, of Pennsylvania, and William Hooper, of North Carolina.

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No Denver Exhibit

WASHINGTON. — The National Education Association, according to H. A. Allan, business manager, will not operate an exhibit at its convention in Denver, June 30-July 5, 1935. This action has the approval of the Association's executive committee as well as that of President Paul L. Crabtree of the Associated Exhibitors. "Since we cannot offer facilities and conditions which will give the exhibitors full assurance of a thoroughly satisfactory and successful exhibit," Mr. Allan declared, "we believe that we should not operate an exhibit."

"Red" Probe

Illinois Senators Will Inquire Into College Rumors

CHICAGO.—Five State Senators are to investigate the charges against the University of Chicago, and to look for possible sedition in all the universities and colleges of Illinois that are wholly or in part tax exempt. If they discover justification for further action, legislation is to be drawn depriving any guilty and unrepentent institutions of exemption. President Robert M. Hutchins welcomes the inquiry on behalf of the University of Chicago; President Walter Dill Scott, of Northwestern, is equally complacent and hospitable in expectation of the projected probe.

Educators Meet

Principals and Deans Hold Yearly Conference

FRAMINGHAM, Mass.—The fourteenth annual conference of principals of junior and senior high schools and the twelfth annual meeting of the Massachusetts Association of Deans of Girls were held here late in April. A pageant representing the founding and early history of the Boston Public Latin School, which is celebrating its 300th anniversary, was given with pupils of the school taking part. Dr. Patrick T. Campbell, superintendent of Boston public schools, and a former instructor at Boston Latin School, gave an address on the school while Dr. Claude M. Fuess, headmaster of Phillips Academy, Andover, talked on the development of the New England academy. Many prominent educators were in attendance.

Supply Costs Up

Former Committee Head Lays Boost to the NRA

BOSTON.—Cost of supplies for the schools increased 50 per cent since the NRA became operative, according to a statement of Maurice J. Tobin, former chairman of the Boston school committee, at a hearing before the legislative committee on municipal finance. The hearing was on a school committee request for a budget of $17,561,000 as against $15,630,000 spent last year.

The Alcove for New Books

Science for Adolescents

THE MARCH OF SCIENCE—Three Book Series. Science in Our Social Life. My Own Science Problems. Science in Our World of Progress. By George W. Hunter, Ph. D., Claremont College, California, and Walter G. Whitman, State Teachers College, Salem, Massachusetts. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Few signs in education are more encouraging than the steady evolution of textbooks toward the ideal of perfect teachableness. This three-book series in general science for junior high schools has come very far along that ascending road.

These three titles in "The March of Science" group show many evidences of having been prepared to enlist the boy and the girl—to start them questioning and seeking answers—to make them think by making them want to think—and withal to give them a vast amount of useful information, well organized around their natural curiosities and closely related to their own daily living in a world of wonders.

The three books are progressively social in their respective subject-ranges. They seem admirably adapted to the grades for which they have been prepared. The third book builds upon the foundations laid in the other two, but with plenty of fresh material and no sense of repetition or mere amplification.

Numerous teaching aids are provided. But the greatest of these aids is the clear, rich and fascinating portrayal of man's major discoveries in the broad field of science.

• •

Guiding High School Teachers

SUPERVISORY GUIDANCE OF TEACHERS IN SECONDARY SCHOOLS. By Ellsworth Collings, Dean of the College of Education, University of Oklahoma, Norman. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Nothing is more central to the success of education than the improvement of teaching. Unless teachers themselves are awake to the true nature of their responsibilities and skilled in accomplishing their wisely chosen aims, the outcomes of schooling are meagre indeed.

In the present volume, Dr. Collings approaches the problem of improvement of teaching through improvement of supervision. And supervision is, to the author, always a form of guidance, not an expression of authority.

Quite dissatisfied with traditional concepts of teaching as impressing factual knowledge of certain subjects upon children's minds in the hope that some facts will stick — Dr. Collings adopts the modern or progressive view that the child is an active being who can and should be enlisted in his own development; and that the real test of that development is the increased ability of the child to deal intelligently with real life situations.

Nowhere save in our colleges is there more teacher-resistance to this newer type of instruction than in the upper years of the secondary school. The supervisor who is to remold teaching at these levels needs both tact and prayers. He or she also needs the sort of facts and principles laid down in this volume on Supervisory Guidance, in which the problem is understandingly and practically considered. Each department of study has its own chapter replete with suggestion. Also the question of supervisory set-up and functioning is helpfully treated.

• •

Their Book Heritage

LITERATURE AND THE CHILD. By Blanche E. Weekes, Associate Professor, Elementary Education, University of Toledo. New York, Newark, Boston, Chicago: Silver, Burdett and Company.

"Literature and the Child" aims at helping the teacher, principal, librarian or parent to cultivate in the child of elementary school age an appreciation of books.

The author presents the *why* and the *how* as well as the *what*. She gives satisfactory answers to such questions as—why an early introduction to literature is important, how books and poetry for children are to be judged, and what some of the best available materials for different ages are.

Something of the background of children's literature is traced. Chapters on the use of poetry and on the development of creative self-expression are included.

The writer knows educational values and also knows the way to utilize juvenile literature to the utmost in the reaping of such values. The light shed upon this problem by "Literature and the Child" is unstinted in amount and shines on every angle of the subject. Literature was, up to a decade or two ago, but sparingly meted out to children. More recently the schools have unlocked the well filled storehouse and let the children enter and enjoy themselves. Dr. Weekes's manual should assist greatly in making the experience of literature a cultural benefit, less bewildering, and more delightful.

• •

Crabtree Looks Back

WHAT COUNTED MOST. By J. W. Crabtree, Washington, D. C. Lincoln, Chicago, Dallas, New York: The University Publishing Company.

Characteristically enough, Mr. Crabtree has avoided the "total recall" type of autobiography and has tried to discover and tell only "What Counted Most."

And when a man has achieved something worth while—including the development of a well-rounded personality in himself—he renders a real service to his friends and the general public by thus analyzing and presenting the factors which have been most potent in his life.

Those factors turn out to be people more than events. There is Lizzie Moore, the ideal teacher; there is Mrs. Crabtree; there is the inspiring example of Benjamin Franklin; and there are such educational giants as W. T. Harris, A. E. Winship, and David Starr Jordan. Hearty tributes are paid to these and others for the help and inspiration they gave to Mr. Crabtree.

The chapter on the "Franklin Plan," by which pupils in a small Nebraska high school were taught to excel, has universal readableness and value.

Greatest fame has, of course, come to Mr. Crabtree from his successful building up of the National Education Association, of which he was secretary from 1917 to 1934. It was a period of remarkable expansion for that organization, not only in numbers but in variety of services and in public recognition.

Mr. Crabtree's life story, as related by himself according to episodes and topics rather than chronologically, makes an inviting little book. If it partakes of the nature of a success manual, that was almost inevitable. For the author has won and still holds a success rating, based not on the gaining of a large fortune for himself but on sharing his own talents and ideals with others.

Winshipisms

"Earn the salary you think you ought to receive, not that which you do receive."

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"You need not be a slave to custom, but you should not despise it."

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"Always avoid 'cranky' tendencies."

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Grins Between Grinds

Fightamines

Mother—"Why, Barbara, you look as if you had been fighting."

Barbara—"I was. I've been fighting with the boy next door. I didn't hurt him much because I only had bran for breakfast this morning. But if it had been in the afternoon and if I had had spinach for dinner . . . oh, boy, I guess I'd have about killed him."

• •

Surprised Salesman

The brush salesman called at a house occupied by a well-to-do widower who was usually a little tipsy, day or night.

As the door stood open for the salesman, the master of the house leaned over the banister and inquired what was wanted.

"I am the brush man—brushes," explained the caller.

"Did you say 'brushes'?" asked the voice from above. "Jush come in a minute."

The canvasser stepped into the hall, and stood there a few minutes, waiting.

Presently footsteps were heard overhead and from over the banisters came a rain of brushes; about a dozen of them, all sorts and sizes.

• •

Parental Pride

Mother and Dad were discussing what college was the right one for their daughter, a thoroughly bright and capable girl.

Mother—"But Agnes is afraid she can't do the work in a regular college."

Dad (heatedly)—"The little idiot!"

• •

Quite So

And if you can keep your head when everybody around you is losing his, then it is very probable that you don't understand the situation.

• •

Dense

Of foreigners who fail to understand English in the Police Court, a correspondent tells the following tale:—

"Pay one pound," said the magistrate.

The Chinaman preserved a brick-wall countenance.

"You have to payee one poundee," said the clerk.

Still the brick wall.

"Youee payee one-ee poundee," said the warder.

The Chinaman regarded him with the gaze of an oyster.

Then up rose the prosecuting counsel.

"Look here, Li," said he, "the magistrate says you got to pay two pounds!"

"No fear I pay two pounds," shouted the Chinaman. "He only say one pound!"

• •

Mind Made Up

Mrs. H.—"Have you decided how you are going to vote?"

Mrs. G.—"I think I'll wear my new three-piece sheer beige rayon with jacket, over a pink shadow-proof panel slip, with those new black net stockings, and that close-fitting little hat you saw me wear last Sunday. Won't that be all right?"

The JOURNAL of EDUCATION

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The Editors Say...

This column should be captioned "Foreword," since, after the proverbial manner of such prefatory notes, it is the last part to be written. Wonder how many people read forewords, anyway.

As we look through this issue ourselves, all mapped out in dummy form for the printer, we decide it might be called "Child Focused Number." At any rate, it is much concerned with the child and with finding and touching the springs of the child's development.

There's discipline in home study; there's incentive in discovery; there's an ally or an enemy in radio; there's discouragement in unappreciated talent; there's untold harm in being badly labeled. And so it runs, this thread of consideration for the child as a human individual with boundless possibilities.

Child-centered as this may all seem, we hope the sense of perspective is preserved, with material of broad social and professional interest.

As for that new broad-as-the-sky department, "The Teacher and the Times," we continue to hear reverberations. See The Round Table.

•

Treasure Hunt

We began these Treasure Hunts last September; thinking you would tire of them before now. But more and more of you seem to be joining the quest. So here's another.

Find the advertisement in this issue that contains this word:—

freoripasuoyfrtcsoutusodgeninoprpir

Not quite that arrangement of letters, you know. Fact is, the letters of four words have become sadly mixed. Sort them around; name the advertisement in which the series of words occurs; and mail your answer quick-in-a-hurry to Journal of Education Treasure Hunt. Six Park Street, Boston, Mass. If yours is the first correct answer from your state, you win a four months' subscription to this magazine. It's for you if you have not already won twice. If you have, it's for a friend. In the latter case, name your beneficiary, heir, legatee, or victim.

Your answer must be mailed not later than June 12 to be considered.

Answer for April 15 was "Unit Activity Reading Series," which appeared on page 210.